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THE PENNSYLVANIA STUDENT TEACHING PROJECT. PROGRESS REPORT.

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INITIAL PHASES OF A DEPTH INQUIRY INTO STUDENT TEACHING AS A COMPONENT OF TEACHER EDUCATION WERE DEVOTED TO A SERIES OF MEETINGS AMONG UNIVERSITY AND STATE DEPARTMENT PERSONNEL, SCHOOL ADMINISTRATORS, COOPERATING AND STUDENT TEACHERS, AND OUTSTANDING EDUCATORS. THESE MEETINGS LED TO AGREEMENT ON MORE THAN 50 PROPOSITIONS OR SUGGESTIONS BEARING ON (1) REDEFINITION OF THE ROLES OF THE SCHOOLS, UNIVERSITIES, AND THE STATE DEPARTMENT OF EDUCATION, (2) DEFINITION OF THE TEACHERS' COLLEGE ROLE IN SUPERVISING STUDENT TEACHING, (3) CREATION OF A LIAISON OFFICER IN THE PUBLIC SCHOOLS WHO WOULD DEAL WITH THE UNIVERSITIES AND THE STATE DEPARTMENT OF EDUCATION, (4) BALANCING THE RESPONSIBILITIES OF THE SUPERVISING TEACHER BETWEEN HIS STUDENTS AND HIS STUDENT TEACHER, (5) INCREASED LEADERSHIP OF THE STATE DEPARTMENT IN STUDENT TEACHING, (6) BEHAVIOR OF THE STUDENT TEACHER, (7) SELECTION OF AND REWARDS TO SUPERVISING TEACHERS, (8) INCREASES IN INSERVICE EDUCATION, (9) RESEARCH IN TEACHER EDUCATION, (10) DEFINITION OF AREAS OF MUTUAL AGREEMENT IN THE NATURE OF STUDENT TEACHING, (11) EXPLORATION OF THE DESIRED LENGTH AND INTENSITY OF STUDENT TEACHING, AND (12) CONTINUED STRENGTHENING OF SCHOOL DISTRICT-TEACHERS COLLEGE COOPERATION. (RP)

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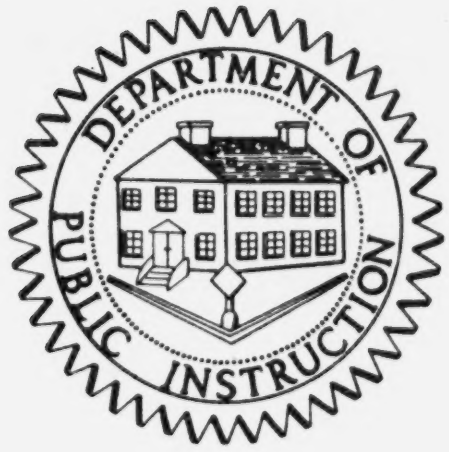

October, 1966

PROGRESS REPORT

THE PENNSYLVANIA STUDENT TEACHING PROJECT

Prepared by:
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Made Possible By a Grant Under Title V,
Elementary and Secondary Education Act, 1965

Commonwealth of Pennsylvania
Department of Public Instruction
Bureau of Teacher Education
Harrisburg

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PERSONAL MESSAGE

The "Student Teaching Project" caught the imagination of the staff of this Bureau and of over 400 college, university, and public school persons in Pennsylvania who are concerned about the improvement of beginning teachers. We are, of course, not sure exactly what fanned the spark into such a vigorous flame. Like superstitious athletes, however, we intend to try to duplicate the conditions during the coming years of the Project which were present during our recent undefeated season.

There is an occasional thought on our part that perhaps the thing that everyone thought was so "good" was simply that the various meetings gave several nearby neighbors the first chance they had ever had to get together and discuss mutual professional problems. No matter what hypotheses we might generate as to the reasons for the apparent successful start of the Project, we know it was successful only because hundreds of busy people donated valuable time to attend and contribute to the planning meetings. We thank you again for your willing assistance.

I also want to extend my personal thanks to the members of the Bureau of Teacher Education (and to their patient--and/or impatient families) for the grueling hours they worked maintaining an almost impossible Project schedule--on the road, in motels, and in the office. They wouldn't have been able to do it if it hadn't been for Cliff Burket and our wonderful telephone service. Finally, an orchid must go to Mrs. Darlene Rudy, our "girl Friday" in the office, who kept us organized and equipped.

While you read this report of the planning phase of the Project, keep in mind that "results" are not likely to be immediate and visible. We will do our best to keep you informed of further progress on the Project and will be asking many of you to serve on task force groups and advisory committees that work on the several sub-projects that are actually to make up "the Project" during the next four years. If you feel that we are flagging in our efforts, tell us so and point out directions that may be more desirable. We don't hope to please all of the people all of the time, but we certainly want to please you.

Norman A. Miller

Norman A. Miller, Director
Bureau of Teacher Education

INTRODUCTION

One of the aims of education in the United States is the development of individual students into productive members of society. Responsibility for this development rests primarily on the teacher; therefore, a concern of educational leaders must inevitably by the preparation of teachers. Merely adjusting the administration or the curriculum of the schools cannot accomplish our educational objectives. If we are to adequately prepare teachers, we must encourage able, young people to join the teaching profession.

What is the best or the most appropriate preparation for teaching, however, is not an empirical fact. There are educators who say the only essential element in professional education is student teaching.

Others say that this phase of preparation should be the only State requirement for the preparation of future teachers. Conant has said:

> "...amid all the conflict over teacher education, I have found only two points on which we all agreed: first, before being entrusted with complete control of a public school classroom, a teacher should have had opportunities under close guidance and supervision actually to teach—whether such opportunities are labeled 'practice teaching,' 'student teaching,' 'apprenticeship,' 'internship,' or something else."[1]

Regardless, it is generally agreed that some form of "practice" is an important element in the preparation of classroom teachers. Although this general agreement prevails, there is little consensus on which specific elements should be included in a student teaching experience. In Pennsylvania there are almost as many different ways of conducting student teaching as there are teacher-preparing institutions within the Commonwealth.

This diversification gives rise to the hypothesis that some of the differing elements of student teaching which are diametrically opposed are indicative of ineffectiveness in some of the programs within particular institutions. The lack of valid and reliable research in teacher effectiveness may be the primary contributing factor.

Or, the diversity may very well have been caused by the lack of a coordinated effort on the part of the three different agencies within the State: the higher institutions that initially prepare teachers, the public schools who employ them, and the State agency that shares these responsibilities. These three agencies, operating independently, probably cannot hope to establish a strategy for preparing and maintaining a supply of well-qualified teachers in the classroom. Despite the apparent need for a cooperative approach among these agencies in the preparation of teachers, the idea appears to have had little previous support in Pennsylvania. The staff of the Bureau of Teacher Education does not believe it necessary to place the blame for this lack of a cooperative approach, but rather, to rectify the situation.

The staff was reinforced in its thinking when it was noted that the authors of Title V of the Elementary and Secondary Education Act of 1965 included student teaching as an area of sufficient concern to be specifically mentioned as needing attention. It may be difficult for some to understand why student teaching is suggested under the Title which is designed "to strengthen the state agency." The answer is obvious: only when all three agencies are cooperatively involved in the activities which will establish goals, standards, and long range plans can we hope for the quality of teacher education to be improved or even maintained at present standards. Title V, ESEA, provides the funds for such cooperation by strengthening State Departments of Education in that they may be the catalysts and leaders in this activity.

INITIAL PHASE OF THE PROJECT

Title V of the Elementary and Secondary Education Act of 1965 was designed for strengthening State Departments of Education. This Title of the Act authorized appropriation to a "program for making grants to stimulate and assist States in strengthening the leadership resources of their State educational agencies, and to assist those agencies in the establishment and improvement of programs to identify and meet the educational needs of States." Within the guidelines of Title V, specific mention was made of the area of student teaching. Section 503 stated:

> "...share expenditures incurred by such agency for the planning of, and for programs for the development, improvement, or expansion of activities promoting the purposes set forth in Section 501 (a), such as ... (6) programs to improve the quality of teacher preparation, including student teaching arrangements, in cooperation with institutions of higher education and local educational agencies." [2]

[1] James B. Conant, The Education of American Teachers (New York: McGraw Hill Book Company, 1963), p. 59-60.

[2] Public Law 89-10, 89th Congress, H.R. 2362 (Passed April 11, 1965), Known as the Elementary and Secondary Education Act of 1965, p. 23.

The Bureau of Teacher Education submitted a proposal to the State Superintendent in November, 1965, designed to upgrade student teaching programs across the Commonwealth. This proposal was approved by the United States Office of Education in January, 1966, and federal funds were appropriated in the amount of $26,991 for the period January through June, 1966.

Previously, the need for such a project had become evident as the Bureau of Teacher Education conducted evaluations of the teacher education programs in 62 of the State's 74 teacher preparing institutions. These institutions ranged in size from those preparing several hundred teachers per year to those preparing fewer than ten. The quality of the supervised student teaching experience had the same wide variation -- from experiences thal prepares highly skilled beginning teachers to those that allowed less than competent youth to enter the teaching profession.

It appeared desirable to examine closely the student teaching problems and their possible solutions on a state-wide basis. This project was intended to discuss student teaching programs with educational leaders throughout the Commonwealth and, in the final analysis, to determine some standards for high quality student teaching programs in Pennsylvania. The initial purposes of this project were threefold, namely: (1) to examine the assumptions and research knowledge on which student teaching is based, (2) to identify the many problems associated with the supervised student teaching experience, and (3) to suggest ways of solving these problems.

The Pennsylvania Student Teaching Project was given priority over other less pressing problem areas within the Bureau of Teacher Education. One additional person was added to the professional staff of the Bureau and one person was added to the secretarial staff. These two people accepted full time responsibility in the Student Teaching Project. Because of the magnitude of the undertaking, other staff members soon found themselves devoting a large measure of their time to the Student Teaching Project. Thus, the new staff members along with the Bureau Director and regular staff members embarked upon the planning and organization of what is anticipated as a five-year project.

During the embryonic stage of the project,the staff of the Teacher Education Bureau was guided by a few of the salient points which were made in the outline of Title V of the Act. There were two points of particular concern to the staff. The first was that the initial stage of the project should be a carefully conducted planning phase. The second area of concern was the stress, apparently properly placed, upon the importance of the State agency securing the involvement of institutions of higher education and the local educational agencies.

After many staff meetings and extensive consultation with educators throughout Pennsylvania, a general outline of activities was developed to be undertaken during the six month period from January 1 to July 1, 1966. This general outline follows:

A. Ten Regional Meetings (first series)
These meetings to be held across the State of Pennsylvania involving approximately 40 people at each meeting. College and university personnel, public school administrators, cooperating teachers, and student teachers from each region were invited to participate in this meeting.

B. Task Force Meeting
This group consisted of 30 of the outstanding educators in Pennsylvania representing the teacher—preparing institutions and public schools of the Commonwealth.

C. Ten Regional Meetings (second series)
These meetings to be held across the State of Pennsylvania involving the same persons who participated in the first set of regional meetings with the addition of some State legislators, school board members, and other interested persons.

D. Planning for the second and succeeding years

PROJECT ACTIVITIES

FIRST SERIES OF REGIONAL MEETINGS

Initially the State of Pennsylvania was divided into ten regions. In planning for meetings within these regions it was agreed that they should be conducted in an off-campus atmosphere. Consequently, they were scheduled in motels which were able to provide adequate accommodations. A letter was then sent to each President or Dean of the teacher preparing institution within a given region requesting that he appoint a staff member to represent his institution at the regional meeting. This college representative was in turn contacted by letter and asked to submit the name of an interested colleague at his institution, the name of one of their cooperating teachers, the name of one of their student teachers, and the name of a public school administrator. The Bureau of Teacher Education then wrote to each of these people (college representative, cooperating teacher, student teacher, and public school administrator) inviting them to attend the regional meeting. Each participant invited was then provided with a time schedule of the first series of ten regional meetings and the program to be followed at each meeting.

The purpose of these ten regional meetings was to discuss the justification of the supervised student

teaching experience, to identify all problems associated with student teaching programs in Pennsylvania, and to develop some proposed solutions to these problems.

At each regional meeting the participants were divided into three groups: a group composed of college personnel, a group composed of public school administrators, and a group composed of cooperating teachers and student teachers. Each group was chaired by a Bureau of Teacher Education staff member. During these group meetings, the chairman set the stage for a relaxed, informal atmosphere in which participants were encouraged to express their opinions and ideas. Contributions by the participants were written down on individual sheets by the participants who made each comment. The chairman offered little more than guidance and direction throughout the discussion. At the general session, held in the afternoon, each chairman was asked to summarize the discussion in his meeting. At the conclusion of the tenth regional meeting the Bureau of Teacher Education staff had accumulated a multitude of problems cutting across all phases of the student teaching experience. This mass of problems was then edited, rewritten, and categorized so the Task Force might more effectively perform the task assigned to them in the next phase of the project. (See Appendix A)

TASK FORCE

The Task Force had the responsibility of producing the first draft of "proposals for action" designed to solve some of the problems identified through the first series of regional meetings. Thirty educators from throughout the Commonwealth were selected to serve on the Task Force. (See Appendix B). These individuals were representatives of the 437 educators who attended the regional meetings. A composite picture of the Task Force looked like the following:

1. Nine participants from liberal arts colleges.
2. Seven participants from the state colleges.
3. Six participants from universities.
4. Five public school administrators.
5. Two cooperating teachers.

The questions and problems which were accumulated in the first series of regional meetings were categorized into ten areas. The members of the Task Force were organized into five committees. Each of the five committees was assigned two of the problem areas. During the four days of talk, think, and write" sessions, each committee attempted to formulate a set of "proposals for action" in each area. These proposals were the result of the work of each committee but generally were discussed by the entire Task Force before the final draft by the Committee.

At the conclusion of the sessions all the materials were reproduced and distributed to all Task Force members for examination and suggestions for their improvement.

The form of the material produced by the Task Force was not conductive to discussion or reaction during the second series of regional meetings. Because of this problem, the staff of the Bureau of Teacher Education made some revisions of the Task Force committee reports. No additions or deletions were made; they were simply reorganized into "proposal" form. It appeared that this form would lend itself more readily to discussions and reactions by all participants at the regional meetings. It was also the consensus of the Bureau staff that this form would stimulate more suggestions for improvement, refinement and additions to the proposals. (See Appendix C)

SECOND SERIES OF REGIONAL MEETINGS

The format for the second series of ten regional meetings was quite similar to the first series, but there were some additional conferees to assist the original representatives. These additions primarily included school board members, educational associations' representatives, state legislators, and other interested persons.

At each regional meeting the participants were again organized into three discussion groups. An attempt was made to have each of the three discussion groups reflect a cross section of the larger group. Each of the three groups was composed of college personnel, cooperating teachers, student teachers, and administrators. In addition, each group had representatives from the various types of institutions; state colleges, liberal arts colleges, universities, and public schools. Each of the three groups was requested to reserve the morning sessions for discussion and reaction to a particular number of proposals. One group discussed proposals 1 to 22, another group discussed proposals 23 to 43, the other group discussed proposals 44 to 62. This method was utilized to insure sufficient reactions to all 62 proposals. In addition to the discussion, each participant was requested to express his thoughts by filling in a reaction sheet for each proposal.

In most regional meetings, a staff member of the Bureau of Teacher Education acted as chairman for each discussion group; although, on several occasions persons who had participated on the Task Force were utilized as discussion leaders.

The afternoon sessions were reserved for discussion and reaction (using the "reaction sheet" which is illustrated on the next page) of any proposal which the group had a desire to discuss. This was conducive to gathering feedback of those proposals which were of a more important, provocative, or debatable nature.

REACTION SHEET

Col. ___ Adm. ___ S.T. ___ C.T. ___

	Strongly Agree	Agree	Disagree	Strongly Disagree
Regional Meeting _____				
Proposal No. _____				

Comments: List below the reason for your reaction.

(Use reverse side of sheet for additional comments such as: suggested modifications, completely different ideas, etc.)

All reaction sheets were gathered and tabulated. It can be noted that because of the afternoon procedure, there was a rather large variation in the number of reactions which were tabulated for each proposal. It is assumed that a sufficient number of participants reacted to all proposals to have these results be representative of the thinking of the educators from throughout the State.

In studying the summary of the reaction sheets, (See Appendix D) several observations are worth noting. There was an overwhelmingly favorable reaction to most of the 62 proposals. (There were 166 points in all if one considers the various subdivisions of each of the 62 major proposals.) When considering all 166 points, there were 144 which received favorable reaction. The label "favorable" indicates that 60 per cent or more of the participants at the regional meetings checked either "agree" or "strongly agree." Eight of the points were not acceptable. Reactions to fourteen of the proposals were neutral in that they were not accepted or rejected, but the total of the reactions of the participants were about equally divided between "agree" and "disagree." This indicated that about 90 per cent of the proposals were acceptable to a representative group of educators throughout the Commonwealth. This again substantiated the assumption that there exists a general attitude of acceptance for further study concerning student teaching.

No specific or consistent pattern can be observed relative to the proposals accepted or rejected, although, it appears that the general area of "research" received a very favorable reaction. The research proposal included:

Proposal	*Agree*	*Disagree*
19	64	13
20	94	4
40	69	2
55	70	6
57	94	32
62	75	11

Special note was made of this area when considering activities for the future direction of the Bureau relative to the Student Teaching Project.

In the area of cooperative action between higher institutions, public schools, and the State, only a few proposals were strongly supported. Following is a summary of this area:

	Proposal	*Agree*	*Disagree*
Accepted	10	103	6
	11	100	16
	41	93	2
	56	43	29
Neutral	58	46	50
	59	61	30
Rejected	5	20	35
	22	26	84
	32	55	81
	33	22	118
	39	30	101

The disturbing aspect of this result was that during the first series of regional meetings an extremely large number of questions and problems were raised in this area. One hypothesis to account for this result is that the attitude favoring cooperative activities is still prevalent but that the type of proposal advanced by the Task Force was not acceptable. If this is true, perhaps an in-depth study is necessary to establish other proposals for the establishment of more cooperation among the three agencies.

It was the feeling of the Teacher Education staff members that several of the "rejected proposals" received a negative reaction from the field because they appeared to the participants as "more busy work" for the college personnel or other individuals involved in student teaching. Proposals 5, 32, and 33 appeared to fall into this classification. It is also of interest to note the rather strong reaction to proposal 22, suggesting the elimination of the small liberal arts college from teacher education.

CURRENT STATUS OF PROJECT

There were three objectives in the planning phase of the project. It appears to the staff members of the Bureau that these have been successfully attained, as well as some ancillary benefits. One of these benefits has been the tremendous enthusiasm generated within Education Department personnel of the 74 teacher preparing institutions in the Commonwealth. It is hoped that the enthusiasm and receptive attitude for improvement which has been developing may continue to be directed toward the accomplishment of improved student teaching programs throughout the teacher-preparing institutions of Pennsylvania.

If this attitude is to be cultivated and the project to be successful, the fundamental directions established during the initial phase of the project should be utilized to guide the remainder of the project. The summary of the reaction sheets was therefore utilized by the staff of the Teacher Education Bureau in making decisions about the coming year's activities.

Priority was given to activities which met the criterion of being of significant concern to the 437 educators who participated in the regional meetings. Another criterion on which the staff based decisions was whether or not a proposal for action could be carried out quickly and with relatively little cost in time and money. Those activities which appeared to involve minimal cost but which gave promise of the greatest immediate return in terms of an improved student teaching program throughout the Commonwealth were incorporated into the project plans for 1966-67. Another and perhaps all-important criterion was whether a proposed activity gave long-range promise of being extremely important to improved teacher preparation, without regard to its cost.

Some proposals suggested activities for colleges and public schools. These proposals will be referred to the appropriate agencies but they, of course, will not be incorporated as a part of the project.

TENTATIVE PROJECTS FOR 1966-67

After using the previously mentioned criteria on the many possible activities, the following "proposals for action" were tentatively accepted as project goals by the staff of the Teacher Education Bureau for the fiscal year 1966-67.

1. Organize a planning committee to study the feasibility of establishing a "pilot program" in student teaching. This committee should include representatives from each of the five or six teacher preparing institutions involved, researchers, and staff members of the Teacher Education Bureau. Hold several two-day meetings of this planning committee throughout 1966-67. They would examine and select certain innovations in student teaching which depart from tradition and lend themselves to the experimental approach in student teaching.

2. Plan and hold a summer workshop for the personnel involved in the pilot program outlined in Number 1. This would crystallize the procedures to be followed in the pilot program.

3. Make carefully planned visits to several states that have rather well organized statewide student teaching programs. The visiting team should include some staff members of the Teacher Education Bureau as well as several educators from throughout the Commonwealth who are most actively involved in the Pennsylvania Student Teaching Project. These visits will be for purposes of collecting direct, first-hand information about advanced Student Teaching Projects. This information will be made available to the committee organized under item Number 1 above.

4. Establish a Task Force of fifteen educators from throughout the State to meet for several sessions to develop some broad guidelines for student teaching programs in the 74 teacher preparing institutions of Pennsylvania. This would be particularly directed toward statements of desirable optimum standards. The group should meet two or three times for a two to four day period.

5. Plan and hold two series of 10 one-day conferences throughout the State. Attendees will include personnel from each of the 74 teacher preparing institutions, public school administrators, cooperating teachers, and student teachers. The purpose of these meetings will be to provide an opportunity for the participants to react to (1) material which will have been gathered during the visits to other states, (2) the preliminary work done in the pilot program, (3) the establishment of the guidelines; and (4) the problems that were identified during the first year of the project. This latter purpose will help maintain the interest stimulated by the first year of the project.

It is important to remember that at this point not all activities are definitely established for next year. This is particularly true since the organization for the innovation in student teaching (pilot program) will suggest other activities which must then be initiated.

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APPENDIX A

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Teacher Education
Harrisburg

PENNSYLVANIA STATE STUDENT TEACHING PROJECT

We are indeed pleased to be able to forward to you the results, in summary form, of our first ten regional meetings. You will note that we have attempted to categorize the problems into ten distinct areas. This, in itself, was a most difficult task because of the similarity of problems and the overlapping responsibilities throughout. This, however, is the set of working papers from which the Task Force will seek to build and develop a state-wide plan geared to the improvement of the student teaching programs in Pennsylvania.

We feel certain that this information will help to re-ignite the type of enthusiasm so prevalent in our first meeting and so necessary for the next session.

Again we thank you for being a contributor in our first meeting, and we are looking forward to seeing you during our second session.

Staff of the Teacher Education Bureau

Following is a summary of problems associated with the student teaching programs of Pennsylvania. They were identified by student teachers, cooperating teachers, public school administrators, and college personnel representing the teacher training institutions throughout the state. Problems have not been assigned priorities and a minimum amount of editing has been done by the project staff.

A. Problems associated with cooperating teachers:

1. Should cooperating teachers be employees of the public schools or the colleges?

2. How can cooperating teachers be better prepared, in theory and practice, so they might more adequately fulfill their responsibilities to the student teacher?

3. Should in-service training programs be provided for cooperating teachers? How and by whom?

4. Should cooperating teachers be certificated as such? Under what criteria?

5. Should good teachers with only two or three years of college preparation be deprived the privilege of being a cooperating teacher?

6. Should the criteria for selecting cooperating teachers be similar in all teacher training institutions?

7. Should cooperating teachers who are not rated as good or master teachers be utilized?

8. What are the characteristics of a good cooperating teacher? How can these characteristics be identified?

9. Should cooperating teachers be given a reduced teaching load to better enable them to accept their responsibilities in the supervision of a student teacher?

10. How many student teachers should be assigned to a cooperating teacher in any given year?

11. Should any cooperating teacher have more than one student teacher at a time?

12. What is the role of the cooperating teacher in evaluating the student teacher?

13. Should an attempt be made to make the cooperating teacher's role a status position? If so, how might this be accomplished?

14. Should all selected cooperating teachers be required to accept student teachers?

15. Can regional meetings for cooperating teachers be developed and organized so they might discuss problems of mutual interest and better orient themselves to their responsibilities?

B. Problems associated with the student teacher:

1. There is a need for a new definition of the complex acts involved in teaching. What is teaching? What are the kinds of experiences a student teacher should have?

2. How can student teachers and cooperating teachers be "matched"? Is this important?

3. Should a student teacher be assigned more than one cooperating teacher?

4. Should student teachers be given the opportunity to observe teachers throughout the school system during their student teaching experience?

5. How much time should the student teacher spend in observing? How much in teaching?

6. Should student teachers be assigned to teach classes for which they have a limited background?

7. Is it important for a student with a major and a minor to have experience in teaching both subjects.

8. Should a standard number of credits be given for student teaching?

9. Shall conformity in the student teaching process be avoided?

10. Should all teacher training institutions have the same minimum guidelines for the student teaching experience?

11. What is the administrators responsibility for the orientation of student teachers toward the public school situation?

12. Should the student teacher be used as a substitute teacher? If so, under what conditions?

13. Who should place the final evaluation on the student teacher?

14. Should the student teacher be given a final grade or should we rely on a satisfactory or unsatisfactory rating, accompanied by written statements from the college supervisor and the cooperating teacher?

15. How much responsibility should the student teacher be given?

16. What type of atmosphere should prevail in the classroom for the student teacher?

17. To what type of situations should the student teacher be exposed? Should student teachers in the secondary schools have experience in the Junior High School and the Senior High School? Should student teachers in the elementary schools have experience with the primary and elementary groups?

18. What can we do for the student teacher who cannot spend a full day in his specialty? (German for example)

19. Should a student teacher, doing very poorly, be dropped during the student teaching experience? If so, how?

20. Is there an ideal ratio of student teachers to regular staff teachers?

21. What acceptable behavior should students demonstrate during and following student teaching?

22. How can the college maintain a quality student teaching program in the face of mounting enrollments?

23. Should there be a minimum graduated program of responsibility for the student teacher?

C. Problems associated with the supervision of student teachers:

1. How can we better prepare and select college supervisors so they might more effectively assume their responsibilities in the supervision and evaluation of the student teacher?

2. Should the college supervisor have periodic teaching experiences in the public schools? When and how often?

3. Should professionals from special subject areas be utilized in the supervision and evaluation of student teachers.

4. Should the college supervisor be required to have a background in the subject area he is supervising?

5. Should the college supervisor be employed by the public school, the college, or should it be a joint appointment?

6. In what way is the college supervisor obligated to the student teacher?

7. Are current practices, which we refer to as supervision, really supervision?

8. Should the Department of Public Instruction provide supervisors for student teachers?

9. Should the college supervisor be given a reduced load so he might more effectively perform his supervisory functions?

   a. How many student teachers should be assigned to the college supervisor?

   b. What is the minimum number of visits the college supervisor should make to a student teacher?

   c. Should the college supervisor be involved in more conferences with the student teacher and the cooperating teacher.

   d. Should a closer relationship exist between the college supervisor and the public school administrator?

10. Should more time be provided for student teachers to discuss areas of mutual concern during the student teaching experience? i.e., problems, solutions, techniques, procedures, and methods.

11. Should time be provided for student teachers, supervisors, and school administrators to confer?

12. Should the college supervisor's written evaluation of the student teacher be made available to the cooperating teacher and the student teacher?

13. Precisely what is the role of the public school administrator with respect to supervision of the student teacher?

14. What relationship should exist between the college supervisor and the local school leaders?

D. Problems associated with the area of needed research:

1. Do we need more research in the area of student teaching? What kind? Should the research be both theoretical and practical in nature?

2. Should the research that has been done in student teaching be conveniently summarized to eliminate duplication, overlapping, etc.

   a. How can the results of such research be made more readily available to colleges and other interested parties?

3. Can we utilize research to determine if student teaching is the best way of preparing teachers? Are there alternatives?

4. Can more research be done on the entire problem of evaluation?

5. Through legitimate research can we identify the important experiences of the student teaching experience?

6. Is the 5th year program a good procedure? How does it compare with traditional procedures and methods?

7. Can a rating instrument be developed to determine "effective teaching"?

8. Can an instrument capable of measuring the quality of supervision be developed?

9. Can pilot programs be established and used as a basis for decisions in student teaching?

10. Is there some way that Pennsylvania colleges can work cooperatively in the development of the use of T.V., tapes, and other similar instructional resources to be used in the preparation of student teachers?

E. Problems associated with scheduling the student teaching experience:

1. How much time should be spent in a student teaching experience?

   a. What is the optimum number of weeks?

   b. Should the experience be on a part-time basis or should the student teacher be required to develop a sense of responsibility for a <u>total</u> school day?

2. Can the time spent in a student teaching experience be varied in accordance with the ability of the individual student?

3. Should the student teacher be required to carry campus course work while doing his student teaching?

4. During what period of professional training should student teaching be undertaken?

5. Should the student teacher be required to follow the public school calendar or the college calendar?

6. How can the student teachers schedule as controlled by his college be fitted into the public school schedule?

7. How can we cope with the problem of assigning student teachers to a 5-day week schedule when the public school is on a staggered schedule and the student teacher is not available for a full day?

8. How much time should the cooperating teacher spend in the classroom with the student teacher?

9. Should student teaching be done in summer school?

F. The role of the DPI:

1. Should the state department assume a more effective role in establishing unification in the teacher training institutions and the programs they offer?

2. Can additional money be made available to aid the student teaching programs of Pennsylvania?

3. Can the state assist in establishing better communications between the teacher training institutions and the public schools?

4. Should the state department attempt to inform all teacher preparing institutions about the new approaches in teacher education?

5. Should the state attempt to resolve some of the problems concerning the competition between colleges for cooperating schools?

6. Should the DPI organize summer institutes for cooperating teachers?

7. Should regional centers be established to assist teacher preparing institutions with problems concerning student teaching?

8. Should models for innovations be established in various geographic areas of the state?

9. Are certification requirements hindering innovations in student teaching?

10. Should the state assist in the placement of student teachers?

G. Problems associated with the placement of responsibility for the student teaching experience:

1. Should the public schools accept more or perhaps all of the responsibility for the student teaching experience?

2. Who should be responsible for the training of next years teachers? Should this responsibility fall on the colleges, the public schools, or should the responsibility be shared?

3. Can public school administrators be made more aware of their responsibility in student teaching? Should this be done in the training of administrators in their graduate work?

H. Problems associated with preparation for the student teaching experience:

1. Should a pre-student teaching experience be developed?

   a. Observations, teachers meeting, familiarization with facilities, assume menial teaching tasks, etc.

2. Should we require a student teacher to have previous experience with young people?

   a. Sunday School teacher, scout leader, camp counselor, etc.

3. Should all student teachers be required to attend pre-service meetings and orientation sessions in a public school prior to student teaching assignments?

4. When should courses in education, psychology, sociology, and others, having to do with teaching methods, be required of the prospective teachers?

5. How can we provide more practical and realistic content for the methods and education courses?

6. What body of knowledge and skills is needed by a student teacher before entering the classroom?

7. Should the professional semester be employed by all teacher training institutions?

8. Do student teachers show a decided lack of background for working effectively with children of the "inner city"?

   a. nature of the slum environment

   b. psychology of the culturally deprived

   c. utilization of community resources

9. What can be done to encourage our young people to go into teaching?

10. What can be done to encourage a student teacher to develop an individual teaching style?

11. Should there be variance in the way student teachers are prepared by the colleges?

12. What newer techniques should be employed in the training of the student teacher?

13. At what stage in his educational program is a student ready to do his student teaching?

14. How can we more effectively screen candidates before they reach the student teaching experience?

15. How can we best inform the student about certification regulations?

I. Problems associated with communications between colleges and public schools:

1. How can better means of communication be established among the public schools, teacher training institutions, student teachers, cooperating teachers, and the college supervisors?

2. How can the college establish better rapport with student teachers?

3. How can we provide for more adequate communication between those involved in the academic preparation and those involved in the supervision of the student teacher?

4. The communications between colleges and public schools with respect to the placement of student teachers is poor. What can be done to improve this?

5. What value would there be in the formation of a committee of college and public school personnel working together for the improvement of the student teaching program?

6. Should all teacher training institutions be required to have a handbook for student teachers and a handbook for cooperating teachers?

7. Should the student teacher's college record be made available to the public school?

J. Other problem areas:

1. Should student teachers prepare a manual for future student teachers to utilize? What should it contain?

2. What is the legal status of the student teachers?

3. Should students be required to pay additional money to do student teaching?

4. Should student teachers be required to pay the full tuition rate?

5. What are the legal responsibilities of the local school district while preparing student teachers?

6. Should school districts be permitted to hire teachers before they complete their student teaching?

7. Should all teacher training institutions be required to seek NCATE approval?

8. Should limitations be placed on the amount any pupil is exposed to student teachers?

9. Should we apply the same guidelines to all types of teacher preparing institutions?

10. Should <u>every</u> college, approved as a degree granting institution be privileged to train teachers?

11. Should we have <u>more than one</u> college or university "feeding" student teachers to a school system?

12. Shall we encourage some colleges to become single purpose institutions - concentrating on the training of teachers?

13. How can sufficient and necessary funds be secured to operate a quality student teaching program?

14. Should we develop follow-up programs? What type? How extensive?

15. How can the colleges, teacher education departments, etc., sell the public schools and the public on the importance of their role in the student teacher programs?

APPENDIX B

TASK FORCE OF THE PENNSYLVANIA STUDENT TEACHING PROJECT

March 13-17, 1966

Committees and Assignments

Committee		Assignment
I.	Chairman - Dr. Lois Blair Dr. Crane Remaley Dr. Irvin Shutsy Dr. Larry Knolle Dr. Allen Glatthorn Mrs. Jeanne Brugger	Topic C - Problems Associated with the Supervision of Student Teachers Topic F - The Role of the Department of Public Instruction
II.	Chairman - Dr. Warren Shepler Dr. John Withall Dr. William Beyers Dr. Fred Schwartz Mr. Keith Taylor Mrs. Beulah Cook	Topic B - Problems Associated with the Student Teacher Topic H - Problems Associated with the Preparation for the Student Teaching Experience
III.	Chairman - Dr. William Moore Dr. Vernon Lingren Dr. Irene Russell Dr. William Page Mr. William Garvey Mrs. Therese Senesky	Topic D - Problems Associated with the Area of Needed Research Topic G - Problems Associated with the Placement of Responsibility for the Student Teaching Experience
IV.	Chairman - Dr. Raymond Kuhl Dr. John Yon Dr. Jeff Kirk Dr. William Sincock Mr. Jack Zimmerman Miss Marie George	Topic A - Problems Associated with Cooperating Teachers Topic I - Problems Associated with Communications Between Colleges and Public Schools
V.	Chairman - Dr. Miriam Schlegel Dr. John Sandberg Dr. Roy Brown Dr. James Grace Miss Loretta Daly	Topic E - Problems Associated with Scheduling the Student Teaching Experience Topic J - Other Problem Areas

TASK FORCE PARTICIPANTS

1.	Dr. William Beyers	Shippensburg State College
2.	Dr. Lois Blair	Indiana University of Pennsylvania
3.	Dr. Roy Brown	Kutztown State College
4.	Mrs. Jeanne Brugger	Drexel Institute of Technology
5.	Mrs. Beulah Cook	Beaver High School
6.	Miss Loretta Daly	Plymouth Whitemarsh Schools
7.	Mr. William Garvey	Mercyhurst College
8.	Miss Marie George	Phi l ipsburg High School
9.	Dr. Allen Glatthorn	Abington North Campus School
10.	Dr. James Grace	St. Joseph's College
11.	Dr. Jeff Kirk	Lehigh University
12.	Dr. Lawrence Knolle	Chatham College
13.	Dr. Raymond Kuhl	Millersville State College
14.	Dr. Vernon Lingren	University of Pittsburgh
15.	Dr. William Moore	Bucknell University
16.	Dr. William Page	Clarion State College
17.	Dr. Crane Remaley	Pennsylvania State University
18.	Dr. Irene Russell	Lock Haven State College
19.	Dr. John Sandberg	Carnegie Institute of Technology
20.	Dr. Miriam Schlegel	Juniata College
21.	Dr. Fred Schwartz	Philadelphia College of Art
22.	Mrs. Therese Senesky	Philadelphia Board of Education
23.	Dr. Warren Shepler	Harrisburg Public Schools
24.	Dr. Irvin Shutsy	California State College
25.	Dr. William Sincock	Allegheny College
26.	Mr. Keith Taylor	Beaver College
27.	Dr. John Withall	Pennsylvania State University
28.	Dr. John Yon	Central Bucks Schools
29.	Mr. Jack Zimmerman	Lycoming College

DEPARTMENT OF PUBLIC INSTRUCTION

1. Dr. Robert Bhaerman
2. Mrs. Bertha Boyd
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4. Dr. William Charlesworth
5. Mr. Ronald Corrigan
6. Mr. Norman Miller

APPENDIX C

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Teacher Education
Harrisburg

Dear Educator:

The date for the next regional meeting of the Pennsylvania Student Teaching Project is rapidly approaching. You should already have received the following materials: a list of questions from the first set of regional meetings, committees and assignments, and a list of the participants of the Task Force.

Enclosed you will find material from the Task Force Conference. Our staff is most enthusiastic about the results of this conference. Each of the five committees worked in two of the ten problem areas. After long and strenuous hours of discussion and debate, excellent reports were presented by all committees. A variety of approaches to the solutions of these problems was recommended by the Task Force.

The staff of the Teacher Education Bureau has made some revisions of the committee reports. No additions or deletions were made, but rather they were reorganized into proposal form. We believe this form will lend itself more readily to <u>discussions</u> and <u>reactions</u> by all participants at our regional meetings. In addition, our staff is hopeful that you may offer suggestions for <u>improvement</u>, <u>refinement</u>, and <u>additions</u> to the proposals.

Your familiarity with all of this material will insure a successful second set of regional meetings. Thank you again for your cooperation. We are looking forward to seeing you at the next regional meeting.

Sincerely yours,

Norman A. Miller

Norman A. Miller, Director
Bureau of Teacher Education

A need exists to restructure and redefine the roles of the three agencies (teacher preparing institutions, public schools, DPI) in order to make explicit their areas of responsibility and to delineate their future functions in the student teaching phase of teacher education. This suggests three major proposals for improvement.

1. It is recognized that the role of the cooperating teacher is actually one of supervision. Hence, it is recommended that the public school mentor be identified as the supervising teacher.

2. It is similarly recognized that in actuality the role of college supervisor is one of coordination. Hence, it is recommended that the college supervisor be identified as the college coordinator.

3. The State Department of Public Instruction be perceived as a coordinating agency for the identification of potential supervising teachers and for designating their availability in geographic areas. Quality supervision can be provided only if released time is made available to the supervising teacher through State reimbursement to the local school for each student teacher assigned.

The role of the teacher preparing institution in the supervision of student teaching is a changing one, necessitating periodic job analyses, evaluation, and adaptations in role functions. Supervision of student teaching at the college or university level entails a variety of responsibilities. Therefore, it is proposed that teacher training institutions:

4. Accept student teaching responsibilities as recognized work-load, not "overload," and structure time and obligations according to circumstances.

5. Predict, one year in advance, the number of student teachers to be enrolled and indicate to the Department of Public Instruction:

   a. The number of student teachers according to elementary, secondary, or special subject areas.

   b. The number of supervising teachers available according to elementary, secondary, or special subject areas.

   c. The geographic preference for assignments. (This information would be given to the DPI for purposes of structuring a statewide clearinghouse.)

6. Arrange orientation programs in student teaching for the total staff in the public school, including administrators, faculty, and non-professional staff; for school boards; and for the community.

7. Have a college director of student teaching to be responsible for administering all phases of the student teaching program.

8. Have a college coordinator, versed in techniques of supervision, responsible for the orientation and in-service education of supervising teachers and administrators.

9. Prepare, support, screen, and follow-up student teachers.

10. Should follow guidelines, cooperatively developed by a joint team representing the public schools, colleges, and DPI, in the selection of supervising teachers.

11. Develop statewide evaluative criteria and techniques for student teaching cooperatively with the public schools and DPI. (Criteria should be established according to desired behavior or goals in student teaching.)

In teacher education the prime responsibility of the public school is providing practical experience for student teachers. In this joint aspect of the teacher education program with colleges and universities, it is proposed that:

12. The public school appoint a contact person (the principal or a local coordinator) charged with the responsibility of making student teaching arrangements in the school. Such responsibilities would include:

    a. Provide the DPI with names of available, qualified supervising teachers within the district.

    b. Cooperate with the DPI and colleges in establishing guidelines for the student teaching experience.

    c. Cooperate with the college coordinator in the selection of supervising teachers and in the performance of supervisory responsibilities.

    d. Acquaint the total staff, school board, and community with the goals of the student teaching program.

    e. Develop an atmosphere of acceptance and make the student teacher a member of the total staff.

    f. Cooperate with the college coordinator or director of student teaching in arranging pre-student teaching observations.

    g. Arrange the supervising teacher's schedule to allow for equitable work load and for scheduled meetings with the college coordinator.

    h. Orient the student teacher at the local level by arranging meetings, providing faculty handbooks, statements of school philosophy and policy.

    i. Observe the interaction of student teacher, supervising teacher, and students.

    j. Arrange programs for in-service education for supervising teachers and student teachers.

    k. Arrange supervising teacher's schedule to permit him to participate in conferences on the college campus, and state and national meetings concerning student teaching, such as the Association for Student Teaching.

The responsibilities of the supervising teacher to his students and to his student teacher are not antithetical but complimentary. Supervising teachers must resolve for themselves how they may successfully teach their students through their student teacher and structure the program in such ways as will enable the student teacher to perform in creative, innovative ways in instructing the class. Therefore, it is proposed that:

13. Released time be provided for meetings (conferences) between the college coordinator and supervising teacher and with the student teacher in both two-and-three-way conferences.

It is urged that the DPI undertake a program which would emphasize the prime importance of student teaching. Most educators agree that student teaching in many ways constitutes the heart of teacher education. Therefore, under DPI leadership, it is proposed that:

14. Teacher education institutions and public school personnel cooperate in establishing state-wide guidelines for selecting supervising teachers.

15. In order to achieve the best use of manpower in terms of supply and demand, data be collected annually from teacher education institutions and school districts which would:

    a. Show the need for student teaching stations as reported by institutions.

b. Show the location and availability of supervising teachers together with their program load.

16. Legislation be drafted and proposed which would authorize the Commonwealth to provide subsidies to local school districts for the support of the student teaching program.

17. Continuing in-service education programs for college coordinators and supervising teachers at both regional and statewide meetings be sponsored and publicized (workshops, summer institutes, etc.).

18. A program be established for a follow-up of all first year teachers in the Commonwealth of Pennsylvania and the permanent certification of each teacher be a joint responsibility of the teacher education institution and the public school employing the teacher.

19. Research projects associated with student teaching be encouraged and funded. Some suggested activities are listed below:

    a. That student teaching be a fifth year undergraduate program.

    b. That teacher education be a five-year program with cooperative work experience for six months in the third and fourth term. (years)

    c. That laboratory experiences be offered in a continuing program throughout the four years of the undergraduate program to provide a systematic sequence of experiences.

    d. That large school districts offering a student teaching experience for small teacher education institutions provide pooled supervision of student teaching as a service to colleges.

    e. That the public schools designate a staff employee as a full-time coordinator whose sole responsibility would be the coordination and supervision of student teachers and beginning teachers.

    f. That video tapes of student teaching be used for evaluation conferences.

    g. That minimum standards be established for student teaching programs based upon recent surveys which indicate that there exists a broad range of activities, classroom contact hour, length of student teaching, etc.

    h. That projection figures from the colleges on their student teacher needs be used to establish guidelines for a feasible ratio of the number of students in a school district to the number of student teachers it could support. The aim of this study would be to safeguard the educational program of the district against unrealistic demands by colleges for the placement of student teachers by broadening the number of districts participating in student teaching programs.

20. A staff member be designated to assume full responsibility for the coordination of student teaching and establish a central clearinghouse and information service on student teaching which would publish on a regular basis a newsletter to be sent to all teacher education institutions, local school districts, professional organizations, and journals. Such an information service would provide systematic information on such subjects as:

    a. Digest of research related to student teaching.

    b. New programs of student teaching in Pennsylvania and in the nation.

    c. New publications on student teaching.

    d. News of organizations involved in student teaching.

e. Changes in regulations and legislation affecting student teaching.

f. Current data on student teaching in Pennsylvania, e.g., number of student teachers, subject and grade specialists, number of cooperating schools and supervising teachers.

g. Projection of staffing needs up to ten years for the state school districts (similar to the federal report).

21. The publication of a Handbook on Student Teaching be undertaken. Such a handbook would include the following kinds of information:

a. Description of student teaching programs across the state.

b. State certification requirements.

c. State regulations affecting student teaching.

d. Summary of research on student teaching.

e. Bibliography on student teaching.

f. Questions and answers deriving from common problems encountered in the student teaching experience.

g. Suggestions to the student teacher on ways to make the student teaching experience most meaningful.

h. Specific suggestions on finding employment in Pennsylvania.

22. A question be raised as to whether or not institutions with fewer than 100 students enrolled in teacher education can provide adequate resources and facilities for the preparation of teachers.

The following have been identified as desirable behavior patterns for t[illegible]tudent teacher: (1) To be able to examine, analyze, and assess the teaching methods of the c[illegible]rating teacher based upon professional criteria, (2) To be able to perceive strategies and b[illegible]iors that he uses in his own student teaching and to justify them to others, (3) To be [illegible]o respect and utilize the potential that exists in his own particular teaching environment, (4) To be able to assess his own teaching procedures and strategies and those of his colleagues by the use of behaviorally-oriented instruments such as B. O. Smith's Analysis of the Logic of Teaching, and (5) To be able to select methods and materials and test them in the learning situation.

To achieve these desired goals, it is proposed that:

23. Observations in terms of the various roles and functions of the cooperating teacher be planned and directed.

24. The cooperating teacher have discussions and demonstrations of his methods and strategies.

25. The student teacher be exposed to newer instructional multi-media (video tapes, micro teaching, film loops, closed circuit TV, team teaching, programmed learning, projectors, tape recorders, etc.) as adjuncts to personal supervision.

26. Provisions for varied and realistic conferences with professional school personnel in addition to the cooperating teacher be encouraged.

27. The student teacher identify his own role in the total school program, with the help of the cooperating teacher.

28. The supervisor orient the student teacher to the uniqueness of his assigned school community, its program, the children, and their needs.

29. The college supervisor and cooperating teacher serve as consultants, advising the student teacher in the selection of materials, methods, and the evaluating process.

The time spent on his student teaching assignment in an elementary or secondary school should be the climax of the prospective teacher's preparation. The problems in preparation for this experience are implicit in the following proposals for their solution.

30. As early as possible in his college years, the student should register with the department of education in his particular college as a prospective teacher so that he may benefit as long as possible by the continuing guidance of those in his chosen profession.

31. The department of education should then start a cumulative and comprehensive file of evaluative criteria on the candidate to help assess his suitability for teaching. It is suggested that in addition to the recommendation of two teachers in his major and minor fields, and his health records, that the file contain profiles of a complete battery of psychological tests to show mental ability, vocational aptitude, personality and interest. (The National Teachers Examination might be included as a final test following his practice teaching experience.)

    This file should be reviewed at the end of each college year to note his growth and readiness for student teaching.

32. To be admitted to the department of education as a teacher candidate the student must have and continue to maintain a grade point average of C+ or be at or above the sixtieth percentile for his college in his course work.

33. Upon admission to the education department the prospective teacher should immediately select two sponsors, former certified elementary or secondary teachers who know him and will maintain contact with him until his own certification.

34. Prior to and coinciding with his in-college preparation for teaching, we recommend for each prospective teacher some experience in community service such as Sunday School teaching, camp counseling, scouting, etc. This will give the prospective teacher an opportunity to work with children of varied ethnic groups and diverse socio-economic backgrounds.

35. Prior to his student teaching assignment, it is recommended that the student have extensive and intensive course work in the biological, sociological, and psychological growth and development of youth.

36. Frequent planned observation opportunities in the elementary or secondary classroom should be provided and directly related to specific areas in course work. These may be actual visitations or done by video tape.

37. Colleges should be required to provide teaching laboratory experience for preliminary work with children in relation to theoretical course work prior to the student teaching assignment. Education courses should be accompanied by such laboratory experiences as observations, clinical work with slow readers and the handicapped, playground and lunchroom supervision, story telling, assisting with field trips, tutoring, - even participation in such current educational projects as Operation Head Start, etc.

38. The student should be exposed to courses dealing with the historical, social, and philosophical foundations of education. All students should be required to take courses related to the organization of the curriculum of both elementary and secondary schools as well as methods courses related to instruction at both levels.

39 When all these steps in his pre-service training have been completed satisfactorily, it is recommended that then the student be assigned to teach at both the elementary and secondary level, with focus on his major area of interest. Schools should be selected that have exemplary programs and highly professional personnel. The student teacher should have an opportunity to work with several teachers in the school so as to learn diverse approaches to methods, management, attitudes and values and to broaden his own professional perceptions.

40. It is recommended that the Department of Public Instruction implement research either by groups or individuals in the following areas:

    a. The most desirable length of term for a student teaching assignment. We suggest a questionnaire be developed which might poll student teaching supervisors in the colleges, cooperating teachers, and student teachers themselves as to what they consider sufficient time for a valid and intensive student teaching experience including both observation and practice. (Note: Dr. Irvin Shutsy's Study of the Full Term for Student Teaching - California State College.)

    b. Follow-up studies of student teachers after their student teaching assignment and/or first or second year of teaching.

    c. The role of the cooperating teacher in the student teaching program.

    d. Teacher-learner behavior patterns which may be expected as outcomes of the student teaching experience.

    e. The edition of a Handbook for Student Teachers to clarify terminology and outline uniform professional standards and accepted practices for all training personnel and student teachers within the Commonwealth.

The performance of a student teacher in the public school is probably influenced more by the cooperating teacher than by any other one individual. Consequently, it is of greatest importance that an effort be made to identify public school teachers who can fill this role effectively in reinforcing and strengthening the relationship between theory and experience. Therefore it is proposed that:

41. The selection of the cooperating teacher be the joint responsibility of the college supervisor and the public school administrator. Criteria for selection should include:

    a. A positive attitude toward the teaching profession and toward children.

    b. Recognized dedication to teaching on a career basis.

    c. A personality that can work with another person on a co- or equal basis.

    d. A valid certificate to teach.

    e. A teacher with a minimum of two years of successful teaching experience and at least one year in the district.

    f. An individual alert to current up-to-date practices within his field. In addition it is recommended that cooperating teachers should have given evidence of imagination and creativeity in their approach to the classroom situation. They should have a broad background in educational methods and techniques and possess a research-alertness which they demonstrate by analyzing and evaluating various ways of teaching, i.e., the cooperating teacher should be a student of the teaching-learning situation itself. This individual should be one who makes use of all instructional media at his command and investigates other media as they become available.

(The college supervisor shall accept as his responsibility the forwarding of this list of criteria to the public school administrator together with descriptions of the student teachers available for placement well in advance of student teaching assignments.)

The cooperating teacher should receive recognition and remuneration in keeping with the job he is expected to do. Certification of cooperating teachers is recognized as being desirable. Such action would provide professional status and recognition for the cooperating teacher as an important partner in the preparation of teachers. Therefore, it is proposed that:

42. All prospective cooperating teachers in the Commonwealth of Pennsylvania must qualify for a certificate to be issued by the Department of Public Instruction.

a. One "Initial Certificate" will be issued immediately to properly identify cooperating teachers on joint recommendation of the college and the local school district. The integrity of the college and the local school district in identifying cooperating teachers will be accepted by the DPI as meeting the requirements for the "Initial Certificate." This certificate will be valid for a five year period.

b. The "Initial Certificate" will become a "Professional Certificate" when the cooperating teacher has met the following requirements:

(1) Successful experiences with at least three student teachers.

(2) Acquisition of thirty semester hours of credit beyond the issuance of the Provisional teaching certificate.

(3) A satisfactory background in the supervision of student teachers through participation in: student teaching workshops, in-service programs for cooperating teachers, study courses in supervision.

c. Allowances will be made during the first year of this program to compensate for cooperating teachers who have previously met the stipulated requirements. The colleges will be allowed to submit the names of cooperating teachers who qualify. The "Professional Certificate" will be granted immediately to these individuals.

Under normal conditions application for the "Professional Certificate" will be filed by the local school administrator on a form provided by the DPI. This standard from will include a section that will allow for verification of three satisfactory performances of the cooperating teacher and will be signed by the college supervisor(s).

The "Professional Certificate" will be renewable every five years. Renewal will be based on evidence of continued professional growth and satisfactory performances with student teachers. Request for renewal will be handled by the local school district and must provide evidence of:

(1) Continued success with student teachers.

(2) Professional growth as determined through one or more of the following: professional study, travel, publications, youth or community work, any other similar activity.

In the event the "Professional Certificate" expires the cooperating teacher would return to the "Initial" status until he has acquired another successful experience with a new student teacher.

43. Remuneration for all active cooperating teachers in the Commonwealth of Pennsylvania will be assumed by the DPI. The monies will be paid to the individual who is performing a necessary service for the state. The checks should be made payable to the cooperating teacher and sent to the various colleges for distribution. Three alternate proposals are presented for each of the certificate areas.

a. Initial Certificate

(1) $250 per year for one student teacher
(not more than one student teacher may be assigned to a cooperating teacher during any school year.)

(2) $250 per student teacher
(at least one but not more than two student teachers in one year.)

(3) $250 per student teacher
(no restrictions on number of student teachers to be assigned.)

b. Professional Certificate

(1) $500 per year for one student teacher
(same as (1) above)

(2) $500 per student teacher
(same as (2) above)

(3) $500 per student teacher
(same as (3) above)

Although certification for cooperating teachers, requires some growth-type experiences during the life of the certificate, thought should be given to guidelines which might be used by school administrators and college supervisors in assessing those experiences and in furthering in-service development of cooperating teachers beyond the levels specified for certification. Efforts to upgrade people and programs should not be restricted to meeting minimal requirements. Therefore, it is proposed that:

44. A program of regional workshops and/or tuition-free courses be developed across the state with the following characteristics:

a. They be held in local situations having observation and study opportunities.

b. They involve instruction (and leadership) from both the colleges and schools of the region.

c. They involve an intensive experience with scheduled follow-up sessions during the school year.

(1) The experience should involve observation, study, discussion, planning.

(2) The follow-up should involve reinforcement and analysis, with experience in the supervisory role as the focal point.

d. Cooperating teachers be compensated for this workshop through the DPI on a basis similar to NSF, NDEA, or from whatever sources of funds the DPI can get.

e. Released time for follow-up sessions be provided by the local school through substitutes or use of student teachers.

f. Colleges consider offering extended workshops for college credit.

g. Colleges consider offering tuition-free summer and regular courses (on or off campus) to cooperating teachers.

h. A cooperative system might be set up whereby all cooperating teachers could attend tuition-free classes at any Pennsylvania college or university upon presentation of a certificate of eligibility.

45. Released college funds normally used for compensations of cooperating teachers might provide opportunities for colleges to undertake additional service to the cooperating teachers and schools in the following ways:

a. Hiring additional college staff to supervise in the student teaching program.

b. Providing free consultative services (from all departments) to cooperating schools.

c. Scheduling more frequent seminars during the school year for cooperating teachers and college supervisors.

d. Encouraging professionalism in cooperating schools through: additions to professional libraries, subsidizing attendance of teachers at professional meetings, subsidizing research by individuals or groups.

e. Improvement of college supervisory staff through d, above.

f. Development of materials and experimental programs for enrichment of the entire teacher education process.

A well designed program for the training of teachers in Pennsylvania through a student teaching experience places a definite responsibility in the hands of the cooperating teacher who assumes the role of supervisor as he guides a future teacher through various aspects of teaching. The area of responsibility must include: his obligation to the pupil, to the student teacher, to the college with which he works cooperatively and to the profession.

The student teaching program should place the neophyte with a mature, well-adjusted master teacher who assumes definite responsibilities to the trainee and provides him with opportunities for a planned realistic experience. Therefore it is proposed that:

46. The cooperating teacher provides a first week initial observation experience which is planned, directed, fruitful and active.

47. The cooperating teacher provides an opportunity for limited teaching during the second week. During this period the student teacher will begin to tie theory to experience as he begins to develop short and long term lesson planning. He will observe the cooperating teacher as he demonstrates various teaching techniques and provides opportunities for the student teacher to become acquainted with various types of instructional media.

48. The cooperating teacher provides a means whereby the student teacher's performance is constructively evaluated through a continuous process that provides encouragement and help when needed. The cooperating teacher encourages the student teacher to be creative, imaginative, and flexible as he plans for a three week period of realistic experience when he will assume the cooperating teacher's complete schedule.

49. The cooperating teacher must assume a responsibility to the college as he provides a general type of "feedback." He will assist the college with a regular evaluation of the student's progress and his general competence.

50. The certificated cooperating teacher adequately compensated should instill in his student teacher a real desire to teach and encourage him to strive constantly for higher quality in his work and to uphold the profession of teaching as he prepares to guide the youth of Pennsylvania through a learning process.

A pilot program could offer numerous opportunities for setting up and investigating many research problems related to teacher preparation. It could also serve as a model for a new and different approach to the entire student teaching operation. Provisions could be made for evaluation of the program and dissemination of information concerning progress and research results flowing from the studies. Therefore it is proposed that:

51. A unit center of student teachers be established. The Department of Public Instruction should investigate sources of funds to set up as a pilot experimental program a student teaching center in a public school district or districts which would strengthen the cooperative role of the public school and the colleges of teacher preparation. An effective center might include all or most of the school districts in a populous county. Student teachers would be assigned to this center by various cooperating colleges and/or universities. Supervision would be provided by a corp of supervisors who would be resident in the area and who would be dual employees of the public schools and the colleges.

Administration of the program would be carried out by a coordinator-director of the center working with a council composed of representatives from each of the cooperating colleges and from the public schools. The secondary school supervisory force would be people who had been selected so they might work with student teachers teaching in the supervisor's area of subject matter competency as well as general supervisory personnel. Elementary supervisors would be so selected as to secure a group with a balance of subject concentration. These groups could then work as "teams" to provide adequate help and supervision.

All phases of student teaching would be pursued by the area corps of supervisors and the coordinator-director. Specific assignments of student teachers to identified cooperating teachers will be made; seminars will be held for student teachers; workshops will be conducted for cooperating teachers; consultants who could give special demonstrations of special value to beginning teachers will be brought in; instructional media found to be effective will be utilized; research studies will be promoted.

The inter-relationship of student teachers from varied cooperating colleges will effect an interchange of philosophies and ideas. Since the supervisory personnel will be working in the specific public schools they will be better able to identify good cooperating teachers. The plan will also remove the need for competetion by varied colleges for placements in the schools. Moreover, it will provide for efficient use of supervisors since they can spend time working with teachers in the classroom instead of riding in an automobile.

A potential extension of the work of those rendering services could be to help first year teachers in the cooperating districts. If sufficient funds can be allotted the force could be increased to a size that would provide this very necessary help.

Depending upon the limits placed upon the size of the supervisory group, an initial annual budget of from $150,000 to $200,000 would be needed. The pilot program should run a minimum of three and a maximum of five years (as a pilot) so that adjustments may be identified and implemented and so that evaluations may be continuously made and used for revision of the procedures.

Beyond general agreement that student teaching is a good thing, there appears to be little consensus regarding the nature of an ideal student teaching program. Practices vary tremendously from one institution to another and there are staunch defenders of every imaginable kind of arrangement. There are many reasons, including lack of research, why it is difficult to identify the precise combination of elements which constitute an optimal student teaching program. It is probably true however, that the form a student teaching program takes is as likely to be dictated by the exigencies of scheduling, transportation, and availability of manpower as it is by relevant educational theory.

Given the fact that institutions vary greatly along many dimensions it is impossible to set down detailed rules and regulations governing the scheduling of student teaching that could have universal validity. It is possible, however, to identify certain goals or objectives of student teaching that are common to all programs. The degree to which the institution's student teaching program approaches these goals would be the measure of quality. Therefore it is proposed that:

52. The student teaching assignment be so structured that there is opportunity for the student to develop certain basic competencies needed by a beginning teacher. The length of time required for growth toward these goals may vary because of differences in individuals or in the particulars of the situation to which they are assigned. In any situation there must be time for the student to experience total involvement in all aspects of a teacher's professional activities. Opportunities to demonstrate competence and identify with the teacher role are provided in each of the following areas:

    a. Managerial tasks: participation in and assumption of responsibility for the large variety of non-teaching activities which a teacher must carry out. These would include knowledge of administrative procedures related to record keeping, attendance, reporting, extracurricular responsibilities, etc.

b. Instructional tasks: organization of long term and daily schedules for work, procedures of grouping for instruction, and management of classroom routines. Observation and direction of a series of lessons in each area which the student will be expected to teach. Experience of planning and teaching not just isolated lessons but a comprehensive unit of content with utilization of a variety of appropriate methods.

c. Evaluative tasks: experience in evaluating the progress of students and an opportunity to observe and participate in several kinds of recording and reporting of pupil progress.

d. Community and staff relationships: consciousness of the responsibility of the teacher to parents, students, and administration and the professional ethics involved.

e. Awareness of behavior and learning theory: observation and direction of group learning situations with consciousness of group dynamics and patterns of interaction between teacher and students as well as between individual students and student groups and subgroups. Familiarity with characteristics of children at a given age level as they are demonstrated in typical behavior within the school situation.

53. A minimal period of eight weeks should be scheduled with the student assigned on a daily, full time basis. Where possible, the extension of this experience to a full semester or twice the minimal time would probably be optimum in providing a vital student teaching experience aimed at the development of a competent and confident beginning teacher.

a. Part-time (half-day or half-week) programs cannot by their very nature provide this quality of total involvement for the student teacher and therefore are considered as unacceptable.

b. If this type of quality experience is to be provided it is difficult to see how student teaching assignments to a summer school program can provide the total involvement of the student. Such programs while they might provide a minimal amount of time in the classroom situation would not expose the student teacher to the full variety of teaching experiences nor to a typical student population.

(The effectiveness of the student teaching experience depends upon the construction of a program which provides ample opportunities to achieve the competencies previously described. The responsibility for providing the laboratory within which this experience can be gained rests with both the teacher training institutions and the cooperating public school.)

54. Teacher education institutions allow enough flexibility in their scheduling of student teaching periods so as to make it possible for the student teacher to adhere to the public school calendar.

Proposals 52, 53, and 54 might best be implemented by the following steps:

a. A series of meetings prior to the beginning of the school year to discuss the schedule adjustments.

b. Orientation of college faculties to the purposes and values of the student teaching experience.

c. Alerting the student, the cooperating teacher, the school administrator, and the community to the professional value of a full experience.

While it is the view that a full-time student teaching experience provides the best means of developing quality teachers for today's schools, it is held, also, that the length of an experience does not in itself bring about quality. It is appropriate therefore, to consider ideas which are relevant to the intensity of the experience. Therefore it is proposed that:

55. In support of this aspect of "quality control" and measurement, research be designed to demonstrate the relevance and intensity of each of the following ideas:

a. The degree of the student's involvement.

b. The degree of pre-student teaching experience.

c. The quality and the amount of supervision given by both cooperating teacher and college supervisor.

d. The quality of the cooperating teacher.

e. The quality of the school or educational system to which the student is assigned.

f. The amount and quality of orientation given to student teachers in a school system or by a teacher.

School districts should closely identify with the teacher education process and strive to create new and challenging programs for giving pre-service teaching experience to the student teacher as well as developing an ongoing program for increasing the efficiency of the beginning and continuing teachers. School districts and higher education institutions should be encouraged to cooperatively exploit more fully the resources of each other. Therefore it is proposed that:

56. Individual school districts be encouraged to submit to the DPI a plan for approval as a student teaching center. Schools approved would then become available as single or multi-institutional centers to which teacher training programs could channel student teachers.

In setting up a plan for approval the school should have the cooperation of colleges and universities in training teachers and the guidance of a framework of quality principles developed by the DPI.

A plan submitted for approval should:

a. Propose how a school will meet previously mentioned proposals 52, 53, 54, and 55.

b. Be developed cooperatively with sending institutions.

c. Include a plan for in-service development and evaluation of master or supervising teachers.

d. Identify persons on the staff who are recommended to participate as supervising teachers and coordinators.

e. Provide a plan for adequate supervision by qualified personnel through released time, increased staff, etc.

Upon approval of the proposed plan a school district would become eligible for reimbursement by the state on the basis of the contribution the district was making toward preparation of teachers for the state. Reimbursement would be designed to provide substantial supplements for teachers salaries and supervisors who worked with student teachers and also to increase the number of professional employees so that services rendered student teachers would become an integral part of the teacher's load rather than an addition to regular professional employee's responsibilities.

57. Where several institutions utilize a single school system as a student teaching center, a single coordinated plan be developed with some assistance from an appropriate state-level agency. The purpose of this pilot program should:

a. Determine the feasibility of coordinating a service which is now given by several institutions within the same school system.

b. Explore the development and implementation of common student teaching policies among the several institutions.

c. Serve as research laboratories in which experimental patterns might be tested and evaluated.

58. Because of the increasing difficulty in finding school systems and supervising teachers which can provide high quality experiences for student teachers, a state-level coordinating agency establish a "model" school system through an appropriate grant of money. In such a "model school" teacher preparing institutions could observe new practices, public school personnel could become aware of a variety of patterns for organizing in-service activities to develop their staff of cooperating or supervising teachers.

59. School districts be encouraged (through state subsidy if necessary) to release their best teachers from part of their regular teaching duties so that they can work with new teachers - both pre-service and in-service. Teachers so selected should be paid higher salaries and should have a close relationship with the teacher education institutions. Benefits of such a program might include: (a) Better utilization of talents of skilled teachers, with released time they would be able to work with more than one student teacher at a time. (b) Greater likelihood of keeping good teachers in public school classrooms by expanding their teaching role and professional contacts to the college student and staff. (c) Greater financial rewards and recognition of professional competency. This is a way to break the lock step of unitary salary schedule and seniority privilege.

In other problem areas it is proposed that:

60. <u>The legal status of student teaching</u> needs defined. Perhaps development of closer involvement of public schools and use of state funds in subsidizing student teaching programs will give new status to student teaching and a more clearcut legal framework will evolve. As new patterns develop and experimental findings move toward implementation there be continued legal advice sought so that the status will become well defined.

61. The individual teacher training institutions be encouraged to follow-up their own graduates and feel some responsibility for the beginning teacher through the probationary years prior to permanent certification.

62. An in depth follow-up study be undertaken at the state level on a random sampling of beginning teachers in a given year. That these teachers be studied for a period of 2 or 3 years and an attempt be made to identify qualities which contributed to success or failure. That findings be used to evaluate teacher education programs and identify the quality experiences which are found incorporated in these programs.

APPENDIX D

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Teacher Education
Harrisburg

Dear Educator:

The initial or "planning" phase of the Pennsylvania Student Teaching Project has been completed. The staff of the Teacher Education Bureau views the past six months with a sense of real accomplishment. This attitude has developed because of the outstanding spirit of cooperation that was evidenced by the participants in the regional meetings and by members of the Task Force. We again express our sincere appreciation for your cooperation and contributions to the project.

You will find enclosed the results of our second series of regional meetings. At this time the staff has made no attempt to summarize the comments and suggestions, this is simply a tabulation of the reaction sheets. We are currently examining the comments to gather additional ideas which may be of assistance in the coming fiscal year.

To keep you current on the latest developments, you may be interested in knowing that the staff of the Teacher Education Bureau has submitted a proposal for the continuation of the Student Teaching Project. Many new, and we think, interesting and exciting developments are being planned for next year. Some of these will be directed toward answering pressing problems of today, while others are designed as long range activities that involve research and experimentation.

When the proposal is given final approval we will inform all participants of the plans for the coming year. We anticipate continued communication with all of you, and will undoubtedly ask you to assist us in the future.

If you have any suggestions for the future, please call or write. Thank you again for your cooperation.

Sincerely yours,

Norman A. Miller

Norman A. Miller, Director
Bureau of Teacher Education

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Teacher Education
Harrisburg

PENNSYLVANIA STUDENT TEACHING PROJECT

Your reactions to the 62 proposals presented at the second series of regional meetings have been tabulated. The results are listed below.

Proposal	Strongly Agree	Agree	Disagree	Strongly Disagree
1	43	52	15	4
2	26	41	35	12
3	6	10	4	9
3a	10	25	24	17
3b	26	29	19	10
4	79	37	5	1
5	6	14	15	20
5a	9	23	10	13
5b	9	16	13	13
5c	9	10	11	12
6	67	38	11	2
7	74	35	4	0
8	49	43	8	0
9	77	29	4	0
10	47	56	3	3
11	38	62	11	5
12	24	45	7	2
12a	5	7	16	7

Proposal	Strongly Agree	Agree	Disagree	Strongly Disagree
12b	9	23	2	1
12c	12	19	2	3
12d	10	16	4	3
12e	18	14	2	1
12f	7	18	2	4
12g	12	13	5	2
12h	12	20	1	1
12i	10	18	3	2
12j	10	13	7	1
12k	9	14	7	3
13	62	44	2	0
14	43	53	12	5
15	18	31	18	9
15a	15	16	11	4
15b	5	14	6	2
16	50	36	14	12
17	66	43	0	0
18	25	40	34	19

Proposal	Strongly Agree	Agree	Disagree	Strongly Disagree
19	25	39	8	5
19a	12	15	6	4
19b	10	15	6	6
19c	16	15	3	0
19d	10	15	6	2
19e	13	11	4	2
19f	16	12	3	0
19g	15	14	1	1
19h	13	16	0	1
20	54	40	4	0
20a	8	8	1	0
20b	8	8	1	0
20c	8	7	2	0
20d	8	7	2	0
20e	8	7	1	0
20f	8	7	1	1
20g	8	7	1	1
21	57	33	7	3
21a	10	7	0	0
21b	11	6	0	0
21c	11	6	0	0
21d	10	7	0	0
21e	10	7	0	0
21f	10	7	0	0
21g	11	6	0	0
21h	10	6	0	1
22	12	14	35	49

Proposal	Strongly Agree	Agree	Disagree	Strongly Disagree
23	59	47	3	0
24	77	30	0	0
25	74	31	1	1
26	68	39	0	0
27	63	34	5	0
28	58	27	17	6
29	79	25	2	0
30	57	44	4	3
31	30	46	17	17
32	21	34	48	33
33	6	16	55	63
34	35	55	14	5
35	43	52	9	0
36	40	60	1	1
37	36	45	15	6
38	22	43	21	8
39	7	23	48	53
39a	1	0	3	19
39b	4	1	3	15
39c	2	3	2	14
40	33	36	1	1
40a	11	13	6	1
40b	12	16	5	0
40c	17	14	1	0
40d	13	15	2	0
40e	8	9	10	2
41	48	45	1	1

Proposal	Strongly Agree	Agree	Disagree	Strongly Disagree
41a	30	4	0	0
41b	28	6	0	0
41c	28	5	0	0
41d	21	8	1	2
41e	13	6	14	2
41f	26	7	0	0
42	39	51	33	21
42a	11	13	6	2
42b1	7	13	10	2
42b2	6	3	4	3
42b3	6	2	5	1
42c1	9	7	12	3
42c2	7	2	3	1
43	45	44	41	17
43a1	13	14	3	6
43a2	7	13	4	4
43a3	7	7	4	9
43b1	9	14	3	7
43b2	5	11	2	4
43b3	7	7	3	6
44	38	49	8	4
44a	13	5	1	0
44b	12	5	1	0
44c	10	7	2	0
44d	11	6	1	0
44e	11	6	1	0
44f	12	6	1	0

Proposal	Strongly Agree	Agree	Disagree	Strongly Disagree
44g	11	5	1	0
44h	13	4	1	0
45	23	37	15	7
45a	8	10	0	1
45b	8	9	0	1
45c	7	9	1	1
45d	8	9	0	1
45e	6	9	0	1
45f	7	10	0	1
46	40	43	10	11
47	36	41	12	11
48	37	45	13	10
49	44	42	7	6
50	34	45	11	6
51	41	53	19	13
52	50	22	0	0
52a	14	6	0	0
52b	14	6	0	0
52c	14	6	0	0
52d	11	9	0	0
52e	15	5	0	0
53	37	34	11	6
53a	25	8	5	1
53b	25	10	3	3
54	36	34	1	0
54a	7	7	4	0
54b	6	8	4	0

Proposal	Strongly Agree	Agree	Disagree	Strongly Disagree
54c	6	7	4	0
55	37	33	5	1
55a	13	6	0	0
55b	12	6	1	0
55c	12	7	0	0
55d	12	7	0	0
55e	11	8	0	0
55f	11	8	0	0
56	15	28	16	13
56a	6	11	4	1
56b	6	10	4	1
56c	6	10	5	1
56d	6	11	4	0
56e	7	10	4	1
57	4	49	14	7
57a	1	9	4	1
57b	1	9	3	1
57c	2	9	3	1
58	13	33	39	11
59	36	25	20	10
60	38	37	5	6
61	40	36	9	7
62	31	44	7	4